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ABSTRACT

Curriculum frameworks for North Dakota elementary-secondary education are presented in this document. These frameworks are voluntary and serve to promote interdisciplinary learning, active learning, and student diversity. They are part of a larger systemic approach to improve instruction in the state's schools and to identify content outcomes and student performance standards. Each section contains: a list of North Dakota educators involved in the framework development; a mission statement for that particular subject area; the graduation outcomes for the state; a list of content outcomes; content outcomes and performance standards for each outcome at grades 4, 8, and graduation; a glossary of terms; and a bibliography. In this volume, curriculum frameworks are provided for the following areas: arts education; business education; foreign language; health; and physical education. (LMI)

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ED 370 176

NORTH DAKOTA

CURRICULUM FRAMEWORKS

Volume II

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EA 025 781

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North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Bismarck, ND
July, 1993

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NORTH DAKOTA

CURRICULUM FRAMEWORKS

VOLUME II

Dr. Wayne G. Sanstead, Superintendent
North Dakota Department of Public Instruction
Bismarck, North Dakota 58505-0440

July, 1993

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FOREWORD

The most significant feature about the **North Dakota Curriculum Frameworks** is that it is a work by North Dakota educators and administrators for all North Dakotans.

The State **Curriculum Framework** philosophy includes a rationale for offering instructional programs in various content areas, general statements about what the instructional program will do, and how the instructional program will accomplish what it intends to do.

The **Curriculum Frameworks** are important because they create new, higher standards for what students should know and be able to do. They are developed around a balanced and challenging core of common learning. Further, the **Curriculum Frameworks** should promote interdisciplinary learning, encourage active learning, and recognize and respect student diversity.

The **Curriculum Frameworks** are voluntary. It is my hope that these **Frameworks** will have a positive influence on the policies and practices of local school boards, administrators, and most significantly the classroom teacher.

While these **Frameworks** are aimed at improving the content areas, these **Frameworks** are but a part of a larger systemic approach to improving instruction in our schools. As we progress through the 1990s we all will need to be aware of the national movement toward establishing voluntary standards and assessments. In this, I believe our **North Dakota Curriculum Frameworks** have the dynamics and flexibility to incorporate those new standards and assessments as they are developed and as they meet the needs of our students.

Last, again I commend and compliment the North Dakota teachers and administrators who developed and wrote the **Frameworks**, for they indeed will be of historic importance as we mutually seek to improve education in North Dakota.

Wayne G. Sanstead

Dr. Wayne G. Sanstead
Superintendent of Public Instruction

This work was developed under the auspices of the Curriculum Unit, Department of Public Instruction:

Joan B. Grady, Ph.D.
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NORTH DAKOTA CONTENT AREA FRAMEWORKS

In response to the public's concern and legislature's request, the state of North Dakota has produced a series of content area frameworks identifying content outcomes and student performance standards. Each document contains: a list of North Dakota educators involved in the development of the framework; a mission statement for that particular subject area; the graduation outcomes for the state of North Dakota; a list of content outcomes; a listing for content outcomes with the performance standards for each outcome at grades 4, 8 and exit; a glossary of terms; and a bibliography. These documents represent the current ideals, based on research of the subject area, knowledge of the student as a learner, knowledge of the process of instruction and an understanding of the current organization of schools.

The content outcomes and performance standards are intended to serve as benchmarks (transition points) for state and local decision making and local curriculum development. They should not be considered to be statements of minimum competencies. The documents are designed with the belief that local curriculum developers will find direction and guidance as they plan for continued improvement in the various subject areas for all students. They also provide a framework for curriculum across the K-12 continuum of learning.

The content outcomes and student performance standards section of the documents should be particularly useful to school districts as they develop local curriculum materials, determine instructional activities and tasks, and design assessment strategies for accountability purposes for their local communities. The content outcomes provide a broad framework for the total program, while the performance standards offer a more specific description of what students must know at grade 4, grade 8, and upon graduation. Districts can use these outcomes and standards to make decisions concerning: **1)** what must be taught in each grade or course (curriculum); **2)** the delivery of instruction; and **3)** student learning (assessment).

It was the intention of the developers to produce a series of documents that were a forward looking expression of the learning opportunities needed by students who will be citizens of the twenty-first century.

A need for restructuring the educational system is evidenced by a great deal of commentary about the current state of education at both the national and local levels. If we are to be responsive to the needs of our students now and in the future we must increase our efforts to create an educational environment that will allow every student to develop to the highest achievement level. High standards and high achievement levels lead to world class standards and world class citizens.

NORTH DAKOTA GRADUATION OUTCOMES

Each student will have the ability to:

1. Apply concepts, generalizations, processes and strategies considered important to specific content areas.

2. Use complex reasoning processes.

3. Work in a cooperative/collaborative manner.

4. Regulate oneself in a variety of situations.

5. Communicate through a variety of products.

6. Gather information in a variety of ways.

NORTH DAKOTA

ARTS EDUCATION

FRAMEWORK

North Dakota Arts Curriculum Framework Committee

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THE MISSION STATEMENT OF ARTS EDUCATION IN NORTH DAKOTA

The arts, essential to the lifelong development of the whole person, are disciplines with aesthetic, perceptual, and intellectual dimensions. Through the processes of creating, performing, analyzing, synthesizing, and evaluating, students gain the knowledge, skills, and attitudes which exalt the human spirit and enhance the quality of life. As a unique mode of expression, the arts provide a record of our civilization and assure succeeding generations access to their cultural heritage.

CONTENT OUTCOMES

ARTS EDUCATION

1. The student gains an understanding of the multicultural, historical, and social context of the arts.

2. The student learns to create and perform in the arts.

3. The student understands the nature and value of the arts as an integral part of life.

4. The student learns to make critical evaluations in the arts.

ARTS EDUCATION

CONTENT OUTCOMES AND STUDENT PERFORMANCE STANDARDS

Outcome Statement:

1. THE STUDENT GAINS AN UNDERSTANDING OF THE MULTICULTURAL, HISTORICAL, AND SOCIAL CONTEXT OF THE ARTS.

The arts are influenced by a culture's values as well as by social, political and economic factors. An important learning outcome from this study should be a deeper appreciation of the student's own values and those of other people and cultures.

Benchmarks/Performance Standards:

By the end of grade 4 (dance)

The student demonstrates the ability to:

a. show an awareness of self, others and the world in which one lives as it contributes to various dance movements.

b. respect persons from different backgrounds and the cultural significance they attribute to various movements.

By the end of grade 4 (music)

The student demonstrates the ability to:

a. summarize the role of music in the context of everyday life.

b. distinguish musical styles of historical periods and world cultures.

c. participate in music within the context of world culture and events.

Outcome Statement:

1. **THE STUDENT GAINS AN UNDERSTANDING OF THE MULTICULTURAL, HISTORICAL, AND SOCIAL CONTEXT OF THE ARTS.**

Benchmarks/Performance Standards:

By the end of grade 4 (theatre)

The student demonstrates the ability to:

a. explore, as artist and audience, one's own and other cultures through dramatization and multi-media presentations.

b. discuss, as artist and audience, the effect of time and place in theatre.

c. recognize, as artist and audience, similarities between theatre and one's own life.

By the end of grade 4 (visual art)

The student demonstrates the ability to:

a. examine significant art works, styles, movements, and themes.

b. recognize differences and commonalities in the work of individual artists as well as cultures.

c. use community and cultural resources in the study of visual art.

By the end of grade 8 (dance)

The student demonstrates the ability to:

a. show knowledge of dance from a variety of cultures and historical periods (i.e., performs folk dances, western and non-western, and a broad spectrum of 20th Century America).

b. use community and cultural resources in the study of dance.

Outcome Statement:

1. **THE STUDENT GAINS AN UNDERSTANDING OF THE MULTICULTURAL, HISTORICAL, AND SOCIAL CONTEXT OF THE ARTS.**

Benchmarks/Performance Standards:

By the end of grade 8 (music)

The student demonstrates the ability to:

a. describe the role of music and musicians in contemporary society.

b. experience and describe musical styles of historical periods and world cultures.

c. place music in the context of world cultures and events.

By the end of grade 8 (theatre)

The student demonstrates the ability to:

a. study, as artist and audience, theatre in different genres and from a variety of cultures.

b. recognize, as artist and audience, historical, social and cultural factors that influence theatre.

c. recognize, as artist and audience, universal forms of theatre from a variety of cultures.

By the end of grade 8 (visual art)

The student demonstrates the ability to:

a. cite examples of art created through the influence of historical and cultural events.

b. describe influences on art styles, forms, movements and media.

c. explain diversity of art within and between cultures and individuals.

d. use community and cultural resources in the study of art.

Outcome Statement:

1. **THE STUDENT GAINS AN UNDERSTANDING OF THE MULTICULTURAL, HISTORICAL, AND SOCIAL CONTEXT OF THE ARTS.**

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (dance)

The student demonstrates the ability to:

a. understand that dance reflects, records and shapes history and plays a role in every culture as a universal language.

b. recognize that dance is one index to the artistic and social values of a civilization.

c. show knowledge of dance from a variety of cultures and historical periods.

By the end of grade 12 or at exit (music)

The student demonstrates the ability to:

a. experience, describe, and identify the musical styles of historical periods and world cultures.

b. discuss the role of music in world events and cultures.

By the end of grade 12 or at exit (theatre)

The student demonstrates the ability to:

a. be familiar, as artist and audience, with various genres, styles, historical periods and cultures.

b. analyze, as artist and audience, content, form and theme from several historical periods, culture, genres and styles.

c. describe and analyze, as artist and audience, the cause and effect of culture and history on the content, form and production of theatre.

Outcome Statement:

1. **THE STUDENT GAINS AN UNDERSTANDING OF THE MULTICULTURAL, HISTORICAL, AND SOCIAL CONTEXT OF THE ARTS.**

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (theatre) (continued)

d. compare, as artist and audience, commonalities and differences among content, performance styles and production techniques from a variety of cultures and historical periods.

e. analyze and discuss, as artist and audience, causes for commonalities and differences among content, performance styles and production techniques from a variety of cultures and historical periods.

By the end of grade 12 or at exit (visual art)

The student demonstrates the ability to:

a. experience art styles from past to present.

b. describe and understand influences on art styles, forms, movements, media and technology.

c. explain diversity of art within and between cultures and individuals.

d. support and use visual arts functions within community.

Outcome Statement:

2. THE STUDENT LEARNS TO CREATE AND PERFORM IN THE ARTS.

The arts are a unique and essential form of exploration and personal expression. Through creating and performing, students gain an understanding and knowledge of the creative process and, through increasing abilities, expand the potential for effective communication.

Benchmarks/Performance Standards:

By the end of grade 4 (dance)

The student demonstrates the ability to:

a. respect and appreciate the human body as an instrument for expression and communication.

b. identify movement elements and skills (eight basic locomotor skills).

c. develop patterns and combination of movements into repeatable sequences.

By the end of grade 4 (music)

The student demonstrates the ability to:

a. sing songs accurately, independently, and in tune, reflecting an understanding of tonal and rhythmic concepts.

b. play simple melodies, chords, and rhythm patterns on at least one instrument, such as piano, recorder, autoharp, etc.

c. respond to music with appropriate movements, e.g., clapping, walking, running, skipping, and conducting, responding appropriately to changes in basic elements, e.g., tempo, dynamics, pitch, timbre.

d. improvise short melodies and rhythms, using the elements of music (pitch, rhythm, harmony, tempo, dynamics, timbre, form).

e. interpret and express music through traditional and nontraditional notation.

Outcome Statement:

2. THE STUDENT LEARNS TO CREATE AND PERFORM IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 4 (theatre)

The student demonstrates the ability to:

a. create and portray roles in classroom situations.

b. imagine, describe, select and organize available materials to create environments for classroom dramatizations.

c. find and share information to enhance dramatizations of stories and events.

d. experience enjoyment and develop confidence in expressing ideas, feelings and observations (attitudes).

e. use basic theatre vocabulary.

By the end of grade 4 (visual art)

The student demonstrates the ability to:

a. experience basic media and techniques in creating art.

b. use basic visual art vocabulary.

c. experience enjoyment in creating art.

d. exhibit confidence in the innovative expression of ideas, feelings and observations (attitudes).

e. select art works for display from one's own collected work.

Outcome Statement:

2. THE STUDENT LEARNS TO CREATE AND PERFORM IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 8 (dance)

The student demonstrates the ability to:

a. perform a variety of dances (i.e., simple folk, country, line, creative).

b. show a sense of rhythm, flow of beat, meter and pattern (moves to 2/4, 3/4, 4/4, and 6/8).

c. collaborate using positive group interaction skills.

By the end of grade 8 (music)

The student demonstrates the ability to:

a. sing accurately, independently, and in tune, reflecting a broader understanding of tonal and rhythmic concepts. In addition, deal successfully with changing voice (male and female) and knowledge of the techniques that enable continued singing during this time of change.

b. sing songs demonstrative of the various musical style periods.

c. play simple accompaniments alone or with others on instruments such as piano, guitar, autoharp.

d. understand and describe string, wind, and percussion instruments and the techniques required to play them. A student may choose to learn more advanced skills on one or more of those instruments.

e. improvise with greater emphasis on melodic and rhythmic complexity in various styles.

f. use increasingly complex levels of traditional and nontraditional notation.

Outcome Statement:

2. THE STUDENT LEARNS TO CREATE AND PERFORM IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 8 (theatre)

The student demonstrates the ability to:

a. use dialogue and dramatic conventions to communicate text.

b. interpret and portray characters from dramatic texts.

c. use visual arts and sound in constructing dramatic environments.

d. experience enjoyment and develop confidence in expressing ideas, feelings and observations (attitudes).

e. use an expanded theatre vocabulary.

By the end of grade 8 (visual art)

The student demonstrates the ability to:

a. control basic media and technique in creating art.

b. use an expanded visual art vocabulary.

c. effectively communicate ideas, attitudes, and feelings through visual arts forms.

d. skillfully create and display one's own art.

e. begin to evaluate personal art development by accumulating and organizing works created for inclusion in a process portfolio.

Outcome Statement:

2. THE STUDENT LEARNS TO CREATE AND PERFORM IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (dance)

The student demonstrates the ability to:

a. develop imagination, perception and expression through dance composition.

b. use creative and critical thinking skills to solve artistic problems and to make informed aesthetic decisions.

c. execute and recognize dance movements which express ideas and feelings.

d. apply choreographic and movement skills to communicate ideas in dance.

e. recognize the nonverbal portrayal of emotions through observation.

By the end of grade 12 or at exit (music)

The student demonstrates the ability to:

a. perform with advanced skills, reflecting an understanding of historical style periods and a heightened awareness of musical elements, leading to advanced accompaniment and solo techniques.

b. exhibit advanced skills in improvisation, expanding into contemporary style techniques, e.g., aleatoric, minimalist, etc.

c. use extensive music vocabulary.

d. use complex levels of traditional and non-traditional notation.

Outcome Statement:

2. THE STUDENT LEARNS TO CREATE AND PERFORM IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (theatre)

The student demonstrates the ability to:

a. create scripted materials for theatre, using appropriate dramatic elements to communicate human interaction.

b. portray characters in varied scene work using appropriate acting techniques.

c. understand the relationship of technical elements as a tool to project the meaning of drama and execute choices for scenery, costumes, lights, sound, properties and make-up for theatre.

d. conceptualize and collaborate with fellow artists to communicate an interpretation of the performing arts.

e. facilitate the appropriate promotional, business and management plans for theatre.

f. experience enjoyment and develop confidence in expressing ideas, feelings and observations (attitudes).

g. use an extensive theatre vocabulary.

By the end of grade 12 or at exit (visual art)

The student demonstrates the ability to:

a. apply advanced techniques to the process of creating art.

b. use an extensive visual art vocabulary.

c. effectively communicate ideas, attitudes, and feelings through visual art forms.

d. skillfully apply expressive and effective media and techniques in creating art.

e. begin to evaluate personal art development by accumulating and organizing works created for inclusion in an achievement portfolio.

Outcome Statement:

3. THE STUDENT UNDERSTANDS THE NATURE AND VALUE OF THE ARTS AS AN INTEGRAL PART OF LIFE.

The arts are a viable means of personal expression for all students. Students at all levels should be aware of the visual and performing arts activities available in the community and region in order to take advantage of those activities as participants or audience members.

Benchmarks/Performance Standards:

By the end of grade 4 (dance)

The student demonstrates the ability to:

a. identify activities that contribute to personal feelings of joy.

b. demonstrate leadership and spontaneous thinking.

c. appreciate the art of dance and its relationship to self-esteem.

d. interact with positive social skills.

By the end of grade 4 (music)

The student demonstrates the ability to:

a. use music as a means of personal expression, either through the performance of learned materials or through creation and improvisation.

b. demonstrate proper behavior as a listener, both in the classroom and in the concert hall.

c. respect one's own musical efforts and those of others.

Outcome Statement:

3. THE STUDENT UNDERSTANDS THE NATURE AND VALUE OF THE ARTS AS AN INTEGRAL PART OF LIFE.

Benchmarks/Performance Standards:

By the end of grade 4 (theatre)

The student demonstrates the ability to:

a. collaborate with other artists.

b. value, respect and derive pleasure from one's own artistic efforts and those of others.

c. view dramatizations as a reflection of life and realize the difference between real life and the created world of pretend play.

d. recognize that people from all cultures create drama.

e. recognize the role of the theatre in one's own life.

By the end of grade 4 (visual art)

The student demonstrates the ability to:

a. observe, synthesize, and verbalize one's own art experiences.

b. recognize that humans learn through engagement in the visual process.

By the end of grade 8 (dance)

The student demonstrates the ability to:

a. value the freedom to make choices in artistic expression.

b. recognize the benefits of movement in relationship to lifetime wellness.

c. develop self-awareness and confidence.

Outcome Statement:

3. THE STUDENT UNDERSTANDS THE NATURE AND VALUE OF THE ARTS AS AN INTEGRAL PART OF LIFE.

Benchmarks/Performance Standards:

By the end of grade 8 (music)

The student demonstrates the ability to

a. develop and use greater skills in the use of music for personal expression, particularly through increased skills in performance on instruments such as piano and guitar.

b. understand the various roles within the music profession (e.g., performer, composer, conductor) through opportunities for discussion and interaction with music professionals.

c. identify the musical activities in the school and community and take advantage of those opportunities to further skills as an intelligent listener.

d. demonstrate continued and increased respect for the musical efforts of others.

By the end of grade 8 (theatre)

The student demonstrates the ability to:

a. recognize the conventions of the theatre in everyday life.

b. value theatre as a means of self-expression.

c. develop an awareness of vocational and leisure opportunities in theatre.

d. understand the impact of theatre on individuals and their cultures.

e. develop a discipline between the mind and the body.

Outcome Statement:

3. THE STUDENT UNDERSTANDS THE NATURE AND VALUE OF THE ARTS AS AN INTEGRAL PART OF LIFE.

Benchmarks/Performance Standards:

By the end of grade 8 (visual art)

The student demonstrates the ability to:

a. observe, synthesize and describe art experiences and their importance.

b. develop an expanded level of visual awareness by applying the elements of art and principles of design.

c. understand and apply basic art techniques to facilitate problem solving in further life applications.

d. identify people in the community with art related careers/jobs.

e. identify presence of the arts in the community, school, and home.

By the end of grade 12 or at exit (dance)

The student demonstrates the ability to:

a. identify participation opportunities that contribute to enjoyment and self-expression.

b. identify artistic form for a joyful experience involving the intellect, the emotions, and the body.

c. develop and discipline the body through dance to maintain lifetime wellness.

d. extend the significance of dance experiences into other dimensions of one's life.

Outcome Statement:

3. THE STUDENT UNDERSTANDS THE NATURE AND VALUE OF THE ARTS AS AN INTEGRAL PART OF LIFE.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (music)

The student demonstrates the ability to:

a. regularly include music among the options available for self-expression.

b. identify musical activities in the school and community and participate to the extent possible.

c. show respect for the musical efforts of others.

By the end of grade 12 or at exit (theatre)

The student demonstrates the ability to:

a. understand the evolving nature of theatre.

b. understand the relationship of theatre to other literary forms.

c. recognize theatre as a realistic or symbolic reflection of values and accomplishments.

d. recognize the impact of theatre on social and political situations.

e. transfer knowledge and skills from study of theatre to life situations.

f. recognize skills, preparation and discipline needed for careers in theatre.

Outcome Statement:

3. THE STUDENT UNDERSTANDS THE NATURE AND VALUE OF THE ARTS AS AN INTEGRAL PART OF LIFE.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (visual art)

The student demonstrates the ability to:

a. observe, synthesize, and communicate in a variety of ways, art experiences and their importance.

b. exhibit an advanced level of visual awareness.

c. understand and apply advanced art techniques to facilitate problem solving in further life applications.

d. identify people with art related careers/jobs and identify how the arts are used in each.

e. identify the use of the arts in the community, school, and home.

Outcome Statement:

4. THE STUDENT LEARNS TO MAKE CRITICAL EVALUATIONS IN THE ARTS.

Students observe and analyze the visual and performing arts. Students respect the relationship among the disciplines of dance, music, theatre and visual art and are able to make thoughtful, discriminating judgements on creative expressions, using knowledge of artistic forms and aesthetic values.

Benchmarks/Performance Standards:

By the end of grade 4 (dance)

The student demonstrates the ability to:

a. discuss ethical and unethical behavior during movement.

b. perceive and describe dance using appropriate oral vocabulary.

c. move safely without interfering with the personal space of others.

By the end of grade 4 (music)

The student demonstrates the ability to:

a. use developing powers of perception to discriminate obvious differences and changes in melody, rhythm, pitch, dynamics, and tempo.

b. make thoughtful and discriminating judgments about explorations in the elements of music, learning to separate these judgements from statements of "like" or "dislike".

c. make thoughtful and discriminating judgments about musical compositions and performances, initially pertaining to such obvious elements as tone quality, intonation, tempo, etc.

Outcome Statement:

4. THE STUDENT LEARNS TO MAKE CRITICAL EVALUATIONS IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 4 (theatre)

The student demonstrates the ability to:

a. describe, as artist, the dramatic possibilities of stories and situations.

b. perceive, as artist, one's role in the group process.

c. describe, as audience, the emotional reaction to dramatic presentations.

d. describe and discuss, as audience, what is interesting and truthful in dramatization.

By the end of grade 4 (visual art)

The student demonstrates the ability to:

a. identify a variety of culturally diverse art forms.

b. identify the vocabulary and strategies used to examine the visual characteristics of art.

c. interpret the meaning of works of art.

d. recognize originality in artistic expression.

By the end of grade 8 (dance)

The student demonstrates the ability to:

a. evaluate and select ways to improve performance.

b. apply skills learned through dance to other aspects of life.

c. focus and concentrate while viewing dance.

d. perceive and describe dance using appropriate oral and written vocabulary.

Outcome Statement:

4. THE STUDENT LEARNS TO MAKE CRITICAL EVALUATIONS IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 8 (music)

The student demonstrates the ability to:

a. discriminate musical elements, expanding into the more complex areas of harmony and form.

b. compare and contrast obviously different performances of the same musical works, discriminating the differences in terms of the elements of music.

c. make increasingly thoughtful and discriminating judgments about musical compositions and performances now including more complex elements of harmony, form, style, etc.

By the end of grade 8 (theatre)

The student demonstrates the ability to:

a. analyze, as artist, dramatic texts to determine characters, objectives and physical and social traits.

b. perceive, as artist, one's role in the rehearsal and performance process.

c. describe, as audience, the emotional and intellectual responses to dramatic presentations.

d. make informed judgements, as artist and audience, about one's own work and the work of others.

Outcome Statement:

4. THE STUDENT LEARNS TO MAKE CRITICAL EVALUATIONS IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 8 (visual art)

The student demonstrates the ability to:

a. develop a respect and value for a variety of culturally diverse art forms.

b. observe, describe, and analyze works of art using increasingly richer language.

c. recognize and value originality in artistic expression.

By the end of grade 12 or at exit (dance)

The student demonstrates the ability to:

a. evaluate and select ways to improve performance.

b. demonstrate effective dance teaching skills.

c. understand similarities and differences between dance and other disciplines, including the other arts.

By the end of grade 12 or at exit (music)

The student demonstrates the ability to:

a. make thoughtful, intelligent judgments about compositions and performances heard in and out of class.

b. make critical judgments of compositions and performances within a particular genre rather than across genres.

Outcome Statement:

4. THE STUDENT LEARNS TO MAKE CRITICAL EVALUATIONS IN THE ARTS.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (theatre)

The student demonstrates the ability to:

a. compare, as artist, dramatic texts for historical and cultural clues to character.

b. recognize, as artist, the effectiveness of participation in the collaborative production process.

c. analyze and defend, as audience, emotional and intellectual responses to dramatic presentations.

d. write articulate critiques, as artist and audience, describing, analyzing, and constructively evaluating theatre.

By the end of grade 12 or at exit (visual art)

The student demonstrates the ability to:

a. show evidence of respect and value for a variety of culturally diverse art forms.

b. observe, describe, analyze, interpret, and make judgements about visual art using self developed or adopted criteria.

c. reflect on and discuss examples of originality in artistic expression as a viewer and creator.

SELECTED LIST OF WORKS CONSULTED

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Art Education: Planning for Teaching and Learning, Texas Education Agency, Austin.

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The Arts -- Heart of Education, Arizona Department of Education, Phoenix, 1992.

Cook, Wayne D., *Center Stage: A Curriculum for the Performing Arts (4-6)*, Dale Seymour Publications, Palo Alto, CA, 1993.

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A Maryland Curricular Framework--Theatre, Maryland State Department of Education, Baltimore.

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National Standards in the Arts (Draft), Consortium of National Arts Education Association, Reston, VA, 1992.

Physical Education Curriculum Guide, North Dakota Department of Public Instruction, Bismarck, 1992.

The School Music Program: Descriptions and Standards (2nd ed.), Music Educators National Conference, Reston, VA, 1986.

South Carolina Visual and Performing Arts Framework, South Carolina Department of Education, Columbia, 1992.

Visual and Performing Arts Framework for California Public Schools: K-12, California State Department of Education, Sacramento, 1989.

ARTS GLOSSARY

Spiral Curriculum: An accumulative curriculum that introduces one new concept as previous concepts are refined and expanded.

Performance: Evidence of what a student knows and is able to do in either a formal or informal basis.

NORTH DAKOTA

BUSINESS EDUCATION

FRAMEWORK

North Dakota Business Education Curriculum Framework Committee

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THE MISSION STATEMENT OF BUSINESS EDUCATION IN NORTH DAKOTA

We believe business education should focus on the outcomes that reflect the knowledge, attitudes, and skills that students need to be productive consumers, workers, and citizens in our ever-changing world. To do this, business education provides leadership, expertise, and training in the technology and practices used in business.

Business education provides meaningful and necessary applied learning experiences to meet the needs of all populations--students of all ages, ability levels, and learning styles. The business education curriculum should be articulated from level to level to ensure continuous achievement of defined outcomes. In addition, these outcomes should be integrated throughout the school curriculum to complement the total development of the students.

To this end, this framework is to be seen as a guide--a series of benchmarks which can provide the impetus for positive change. We believe curriculum and methods of delivery should be determined in response to student and community needs. As the needs of society change, our business education programs should evolve to meet those needs.

CONTENT OUTCOMES

BUSINESS EDUCATION

1. The student demonstrates correct touch control of the alphanumeric keyboard.

2. The student demonstrates business and office problem-solving and decision-making skills using appropriate resources.

3. The student demonstrates appropriate applied verbal, nonverbal, and written communication skills.

4. The student demonstrates knowledge and awareness of entrepreneurship, global business, and economic principles.

5. The student develops knowledge and skills in legal and ethical decision making in business.

6. The student demonstrates knowledge of technology and business applications.

7. The student demonstrates effective collaborative and leadership skills in business and personal situations.

8. The student develops and uses consumer skills to make lifelong decisions.

9. The student uses knowledge and experiences that provide a foundation for successful entry into the ever-changing world of business.

10. The student demonstrates analytical and computation skills applied to accounting, finance, and other business applications.

BUSINESS EDUCATION

CONTENT OUTCOMES AND STUDENT PERFORMANCE STANDARDS

Outcome Statement:

1. THE STUDENT DEMONSTRATES TOUCH CONTROL OF THE ALPHANUMERIC KEYBOARD.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. key alphabetic characters using touch control of the keyboard.

b. identify and operate appropriate functional machine parts and control keys.

By the end of grade 8

The student demonstrates the ability to:

a. master touch control of the alphabetic keyboard at a minimum rate of 20 words per minute.

b. operate numeric keypad using touch control.

c. format documents appropriately.

d. proofread for accuracy and content.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. master the keyboard at a minimum rate of 30 words per minute for three minutes.

b. apply word processing skills for personal and business activities to encourage integration of assignments from other disciplines.

c. enhance the quality of documents by editing for style and appearance.

Outcome Statement:

2. THE STUDENT DEMONSTRATES BUSINESS AND OFFICE PROBLEM-SOLVING AND DECISION-MAKING SKILLS USING APPROPRIATE RESOURCES.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. follow written and oral directions.

b. use the decision-making process to solve age appropriate problems.

1. identify the problem.
2. identify and research alternative solutions.
3. select the appropriate alternative.
4. implement action.
5. evaluate the outcome of the solution.
6. make necessary adjustments.

c. research using appropriate resources.

By the end of grade 8

The student demonstrates the ability to:

a. solve problems with business implications by practicing the decision-making process.

b. verify and interpret results and apply solutions and strategies.

c. collect and organize data from numerous resources in the school, community, and other sources to solve problems.

Outcome Statement:

2. **THE STUDENT DEMONSTRATES BUSINESS AND OFFICE PROBLEM-SOLVING AND DECISION-MAKING SKILLS USING APPROPRIATE RESOURCES.**

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. solve complex business problems with increased levels of independence.

b. communicate and follow appropriate directions.

c. use technological resources to synthesize information when solving problems.

Outcome Statement:

3. THE STUDENT DEMONSTRATES APPROPRIATE APPLIED VERBAL, NONVERBAL, AND WRITTEN COMMUNICATION SKILLS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. develop listening skills.

b. use written language correctly in terms of grammar, spelling, and punctuation.

c. develop handwriting skills.

d. communicate verbally in small and large groups.

e. develop basic proofreading skills.

By the end of grade 8

The student demonstrates the ability to:

a. recognize common barriers to the communication process.

b. use written language correctly in terms of grammar, spelling, punctuation, style, and usage.

c. listen actively.

d. enhance proofreading skills.

Outcome Statement:

3. THE STUDENT DEMONSTRATES APPROPRIATE APPLIED VERBAL, NONVERBAL, AND WRITTEN COMMUNICATION SKILLS.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. develop appropriate strategies to overcome the common barriers in the communication process.

b. perceive and understand the effects of some basic nonverbal communication tools.

c. listen attentively for key ideas and record using rapid and accurate notetaking skills.

d. choose appropriate modes and equipment for communication.

e. compose appropriate documents used in business communication.

f. proofread and edit written communication.

g. differentiate between business and personal communications.

h. prepare and deliver an oral presentation in a formal setting.

Outcome Statement:

4. THE STUDENT DEMONSTRATES KNOWLEDGE AND AWARENESS OF ENTREPRENEURSHIP, GLOBAL BUSINESS, AND ECONOMIC PRINCIPLES.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. identify basic personal economic principles.

b. recognize geographic and cultural differences.

By the end of grade 8

The student demonstrates the ability to:

a. understand basic economic principles.

b. recognize the cultural influences and effects in a global economy.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. apply entrepreneurial concepts and principles as they relate to the global economy.

b. understand the economic impact of cultural diversity as it relates to the global economy.

c. apply economic principles that affect the global economy.

Outcome Statement:

5. THE STUDENT DEVELOPS KNOWLEDGE AND SKILLS IN LEGAL AND ETHICAL DECISION MAKING IN BUSINESS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. be aware of ethical and unethical behaviors.

b. recognize that laws and ethical business decisions enable people to live in society.

By the end of grade 8

The student demonstrates the ability to:

a. discuss ethical and unethical behavior.

b. understand the rights, obligations, and consequences of ethical business and consumer decisions.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. implement a process for making ethical decisions:

   1. determine the relevant facts.
   2. determine the ethical issues.
   3. identify the primary stakeholders.
   4. identify possible alternatives.
   5. identify the ethical issues of the alternatives.
   6. identify the practical restraints.
   7. decide what actions should be taken.

b. analyze case studies of ethical and unethical behavior in the business community.

c. actively participate in student business organizations.

Outcome Statement:

6. THE STUDENT DEMONSTRATES KNOWLEDGE OF TECHNOLOGY AND BUSINESS APPLICATIONS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. exhibit appropriate care of and respect for computer equipment.

b. operate the computer.

c. use appropriate software.

By the end of grade 8

The student demonstrates the ability to:

a. use appropriate equipment and software for specific tasks.

b. understand and apply the basic concepts of word processing.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. apply word processing software.

b. apply database software.

c. apply spreadsheet software.

d. apply graphics software.

e. apply desktop publishing software.

f. apply accounting software packages.

g. apply telecommunications software.

h. use a variety of input and output devices such as scanners, modem, CD ROM, and FAX.

Outcome Statement:

7. THE STUDENT DEMONSTRATES EFFECTIVE COLLABORATIVE AND LEADERSHIP SKILLS IN BUSINESS AND PERSONAL SITUATIONS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. assume various roles in a group using appropriate social skills.

b. participate in a group activity.

c. make a common decision in a group environment.

d. recognize the characteristics of an effective leader.

By the end of grade 8

The student demonstrates the ability to:

a. perform in group settings using more advanced interpersonal skills.

b. develop consensus building in group and committee activities.

c. recognize different leadership styles and understand the responsibilities of effective leadership.

d. recognize the use of parliamentary procedure in facilitating group activities.

e. exhibit individual accountability and group interdependence.

Outcome Statement:

7. THE STUDENT DEMONSTRATES EFFECTIVE COLLABORATIVE AND LEADERSHIP SKILLS IN BUSINESS AND PERSONAL SITUATIONS.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. show initiative in performing all group roles.

b. show sensitivity to group dynamics.

c. practice positive and effective leadership styles.

d. actively participate in student business organizations.

e. competently use parliamentary procedure in appropriate settings.

Outcome Statement:

8. THE STUDENT DEVELOPS AND USES CONSUMER SKILLS TO MAKE LIFELONG DECISIONS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. recognize the concept of the consumer in today's economy.

b. make basic consumer choices and recognize the consequences.

By the end of grade 8

The student demonstrates the ability to:

a. analyze examples of consumer behavior.

b. practice effective consumer skills.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. apply economic concepts as they relate to wants and needs.

b. manage money and credit.

c. recognize value and its relationship to price.

Outcome Statement:

9. THE STUDENT USES KNOWLEDGE AND EXPERIENCES THAT PROVIDE A FOUNDATION FOR SUCCESSFUL ENTRY INTO THE EVER-CHANGING WORLD OF BUSINESS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. recognize a variety of career choices.

b. recognize the dignity of work.

By the end of grade 8

The student demonstrates the ability to:

a. explore specific career choices.

b. understand the requirements for entry into various occupations.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. identify possible career choices and their educational and training requirements.

b. explore/participate in valid occupational experiences.

c. use job search materials and processes including writing resumes.

outcome Statement:

10. THE STUDENT DEMONSTRATES ANALYTICAL AND COMPUTATION SKILLS APPLIED TO ACCOUNTING, FINANCE, AND OTHER BUSINESS APPLICATIONS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. understand the fundamentals of math.

b. understand basic business concepts and how they apply to the real world.

By the end of grade 8

The student demonstrates the ability to:

a. interpret, analyze, and solve problems related to business situations using computation skills.

b. understand basic economic concepts and terminology.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. apply basic accounting and financial concepts to business and personal activities.

b. use a variety of tools to record, analyze, interpret, and communicate financial information.

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Program of Studies for Business Education, Division of Vocational Education, Department of Education, Boise, ID.

Business Education Curricula Model, Office of Vocational Education, Kentucky Department of Education, Frankfort, 1989.

Business Teacher Education Curriculum Guide, National Business Education Association, Reston, VA, 1987.

Utah Business Education—Standards and Objective for State-Approved Courses, Utah State Board for Vocational Education, Utah State Office of Education, Salt Lake City, 1990.

Postsecondary Model Curriculum for Office Careers, South-Western College Division, Kansas City, MO, 1988.

Office Opportunities Model Curriculum for Secondary Business Education, South-Western School Division, Cincinnati, OH, 1989.

Mohagen, Roberta Barta, "Business Ethics for Today," Presentation at NDVA All Service Conference, August, 1992.

NORTH DAKOTA

FOREIGN LANGUAGE

FRAMEWORK

Foreign Language Curriculum Framework Committee

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THE MISSION STATEMENT OF FOREIGN LANGUAGE EDUCATION IN NORTH DAKOTA

Language is the primary tool for communication in an increasingly global society, in which multicultural awareness and sensitivity are required. Foreign language study not only prepares students to cooperate and to compete in the world community, but it also fosters lifelong learning and increases self-esteem.

Foreign language is a primary tool for communication.

Language is the most important means of contacting other human beings; therefore, optimum proficiency is essential. Students attain an effective proficiency only when language study is initiated early and continued over an extended period of time.

Foreign languages prepare students to cooperate and compete in a world community.

The study and use of foreign languages foster mutual understanding and prepare tomorrow's business, political and social leaders to compete when language is not exclusively English. Proficiency in foreign languages gives direct access to arenas in which international cooperation and competition take place.

Foreign language study promotes multicultural awareness and sensitivity.

The study of foreign languages exposes the student to the cultures germane to new languages. This exposure creates a sensitivity to different values and ideas, and, by comparison, awareness of one's own language.

Foreign language study fosters lifelong learning skills and increases self-esteem through intellectual growth.

The study of foreign language augments critical skills--reasoning, analyzing, problem solving, divergent thinking--which students can apply across the curriculum and use throughout life.

All of these factors enhance self-esteem and help to develop maximum individual potential in a global society.

CONTENT OUTCOMES

FOREIGN LANGUAGE

Extended Sequence 3-12

1. The student communicates effectively and appropriately in a wide range of situations for a variety of purposes in a language other than the student's own.

2. The student is prepared to continue growth and specialization in the languages studied and in additional languages.

3. The student is aware of the importance of effective communication in other languages in an increasingly global society.

4. The student demonstrates knowledge of the culture(s) of the language studied and its (their) effect on the world.

5. The student appreciates the contributions to society of other languages and cultures.

Middle Sequence 7-12

1. The student communicates effectively and appropriately in a range of common situations for a variety of purposes in a language other than the student's own.

2. The student is prepared to continue growth and specialization in the languages studied and in additional languages.

3. The student is aware of the importance of effective communication in other languages in an increasingly global society.

4. The student demonstrates knowledge of the culture(s) studied and its (their) effect on the world.

5. The student appreciates the contributions to society of other languages and cultures.

CONTENT OUTCOMES

FOREIGN LANGUAGE

Traditional Sequence 9-12

1. The student communicates effectively and appropriately in familiar situations in a language other than the student's own.

2. The student is prepared to continue growth and specialization in the language(s) studied and in additional languages.

3. The student is aware of the importance of effective communication in other languages in an increasingly global society.

4. The student demonstrates knowledge of the culture(s) studied and its (their) effect on the world.

5. The student appreciates the contributions to society of other languages and cultures.

FOREIGN LANGUAGE

CONTENT OUTCOMES AND STUDENT PERFORMANCE STANDARDS

Extended Sequence 3-12

The equivalent of 30 minutes per day in grades 3-6 and a full 50 minutes in grades 7-12 in one language.

Outcome Statement:

1. THE STUDENT COMMUNICATES EFFECTIVELY AND APPROPRIATELY IN A WIDE RANGE OF SITUATIONS FOR A VARIETY OF PURPOSES IN A LANGUAGE OTHER THAN THE STUDENT'S OWN.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. speak about familiar topics.

b. respond to predictable questions and commands in familiar topic areas.

c. use isolated words and common phrases.

d. copy or transcribe familiar words or phrases and produce some from memory.

By the end of grade 8

The student demonstrates the ability to:

a. use language for personal communication needs with a person accustomed to dealing with foreigners.

b. ask and answer questions.

c. request clarification as needed.

d. understand speech on familiar topics at normal speed.

Outcome Statement:

1. **THE STUDENT COMMUNICATES EFFECTIVELY AND APPROPRIATELY IN A WIDE RANGE OF SITUATIONS FOR A VARIETY OF PURPOSES IN A LANGUAGE OTHER THAN THE STUDENT'S OWN.**

Benchmarks/Performance Standards:

By the end of grade 8 (continued)

e. understand simple, connected readings dealing with familiar content.

f. meet basic communication needs such as writing post cards and taking messages.

g. deal with familiar survival situations.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. use a variety of strategies for effective communication in everyday social situations.

b. actively participate in conversations with ease.

c. initiate, sustain and bring to closure a wide variety of communicative tasks.

d. narrate and describe with detail in different time frames and moods (modes).

e. express preferences and offer some support for opinions.

f. understand main ideas and most details of connected discourse on some topics.

g. interpret descriptions and narrations in different time frames or aspects.

h. comprehend speech in such contexts as interviews, short lectures on familiar topics, and news items and reports.

i. read, understanding the main idea and many details of longer prose from authentic materials such as short stories, news items, social notices, and correspondence.

Outcome Statement:

1. **THE STUDENT COMMUNICATES EFFECTIVELY AND APPROPRIATELY IN A WIDE RANGE OF SITUATIONS FOR A VARIETY OF PURPOSES IN A LANGUAGE OTHER THAN THE STUDENT'S OWN.**

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (continued)

j. write routine social correspondence and simple discourse of several paragraphs on topics of personal interest.

k. write cohesive summaries and outlines.

l. use circumlocution for communication in a variety of situations.

m. use several cohesive devices such as transitional phrases and conjunctions effectively.

Outcome Statement:

2. **THE STUDENT IS PREPARED TO CONTINUE GROWTH AND SPECIALIZATION IN THE LANGUAGES STUDIED AND IN ADDITIONAL LANGUAGES.**

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. recognize other languages as tools for communications.

By the end of grade 8

The student demonstrates the ability to:

a. explain how language learning is sequential.

b. assess personal strengths and limitations in the language.

c. recognize that proficiency results only from long-term study.

d. understand the advantage of pursuing the concurrent study of additional languages.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. explore opportunities pertaining to post-secondary language study.

b. earn advanced placement and/or credits in a college-university language program.

c. locate and use information and data from print, non-print and computerized sources in both English and the target language.

d. recognize the fact that opportunities such as language camps, exchange programs, foreign language clubs, travel, radio and television, are available for practice, enrichment, and study outside the classroom.

Outcome Statement:

3. THE STUDENT IS AWARE OF THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN OTHER LANGUAGES IN AN INCREASINGLY GLOBAL SOCIETY.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. recognize the interrelationships of languages.

b. state how one can use foreign language skills.

c. talk about how foreign language study benefits the global community.

By the end of grade 8

The student demonstrates the ability to:

a. identify career opportunities available through extended foreign language study.

b. recognize the use or misuse of language.

c. acknowledge the role of foreign language in conflict resolution.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. research personal career opportunities and their enhancement via foreign language study.

b. recognize the role of language in cause and resolution of awkward social situations.

c. analyze the potential contributions of a multilingual individual to the world community.

Outcome Statement:

4. THE STUDENT DEMONSTRATES KNOWLEDGE OF THE CULTURE(S) OF THE LANGUAGE STUDIED AND ITS (THEIR) EFFECT ON THE WORLD.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. identify some important people, holidays, and geographical areas.

b. show awareness of cultural similarities and differences.

By the end of grade 8

The student demonstrates the ability to:

a. contribute to a discussion of important dates, events, and people.

b. identify important geographical areas.

c. discuss cultural similarities and differences.

d. recognize cultural stereotyping.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. elaborate on selected cultural topics.

b. interpret and explain cultural differences in some social situations and world events.

c. identify and analyze examples of cultural tolerance and intolerance.

Outcome Statement:

5. THE STUDENT APPRECIATES THE CONTRIBUTIONS TO SOCIETY OF OTHER LANGUAGES AND CULTURES.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. contribute to a discussion on world events.

b. recognize ways in which classical and modern languages contribute to or influence English.

c. recognize the target language when it is used.

By the end of grade 8

The student demonstrates the ability to:

a. discuss world events in historical context.

b. identify cognates and word families.

c. analyze word derivation.

d. identify some contributions of other cultures.

e. recognize that language has cultural connotation.

Outcome Statement:

5. THE STUDENT APPRECIATES THE CONTRIBUTIONS TO SOCIETY OF OTHER LANGUAGES AND CULTURES.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. discuss the significance of geography, and the historical, political, and cultural contributions in the target language.

b. read authentic literature in the target language at the appropriate level.

c. analyze and use rhetorical and literary devices, e.g., antitheses, oxymorons, and alliteration at the appropriate level.

d. discuss the aesthetic properties of some great works of literature, art, and music in the target language at the appropriate level.

FOREIGN LANGUAGE

CONTENT OUTCOMES AND STUDENT PERFORMANCE STANDARDS

Middle Sequence 7-12

The equivalent of 50 minutes per day in grades 7-12 in one language.

Outcome Statement:

1. THE STUDENT COMMUNICATES EFFECTIVELY AND APPROPRIATELY IN A RANGE OF COMMON SITUATIONS FOR A VARIETY OF PURPOSES IN A LANGUAGE OTHER THAN THE STUDENT'S OWN.

Benchmarks/Performance Standards:

By the end of grade 8

The student demonstrates the ability to:

a. use language for personal communication needs.

b. ask and answer questions.

c. request clarification in a limited manner.

d. respond to predictable questions and commands in familiar topic areas.

e. understand simple, connected reading dealing with familiar content.

f. meet limited writing needs such as lists and notes.

g. exchange basic courtesy expressions.

By the end of grade 12 or at exit:

The student demonstrates the ability to:

a. handle successfully most uncomplicated communicative tasks and social situations with a person accustomed to communication with foreigners.

b. actively participate in conversation dealing with familiar topics.

Outcome Statement:

1. **THE STUDENT COMMUNICATES EFFECTIVELY AND APPROPRIATELY IN A RANGE OF COMMON SITUATIONS FOR A VARIETY OF PURPOSES IN A LANGUAGE OTHER THAN THE STUDENT'S OWN.**

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (continued)

c. initiate, sustain and bring to closure some communicative tasks.

d. narrate and describe in different time frames and moods (modes).

e. express and explain some preferences and opinions.

f. understand main ideas and some details of connected discourse on some topics in different time frames or aspects.

g. comprehend the main idea of speech in such contexts as interviews, short lectures on familiar topics, and news items and reports.

h. read, understanding the main idea and many details of longer prose from authentic materials such as short stories, news items, bibliographical information, social notices, and correspondence.

i. write routine social correspondence and simple discourse of several paragraphs on familiar topics.

j. write summaries and outlines.

k. use circumlocution in some situations.

l. use some cohesive devices such as transitional phrases and conjunctions.

Outcome Statement:

2. **THE STUDENT IS PREPARED TO CONTINUE GROWTH AND SPECIALIZATION IN THE LANGUAGES STUDIED AND IN ADDITIONAL LANGUAGES.**

Benchmarks/Performance Standards:

By the end of grade 8

The student demonstrates the ability to:

a. explain how language learning is sequential.

b. assess personal strengths and limitations in the language.

c. recognize that proficiency results only from long-term study.

d. understand the advantage of pursuing the concurrent study of additional languages.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. explore opportunities pertaining to post-secondary language study.

b. earn advanced placement and/or credits in a college/university language program.

c. locate and use limited information and data from print, non-print and computerized sources in both English and the target language.

d. recognize the fact that opportunities such as language camps, exchange programs, foreign language clubs, travel, radio and television, are available for practice, enrichment, and study outside the classroom.

Outcome Statement:

3. **THE STUDENT IS AWARE OF THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN OTHER LANGUAGES IN AN INCREASINGLY GLOBAL SOCIETY.**

Benchmarks/Performance Standards:

By the end of grade 8

The student demonstrates the ability to:

a. recognize the interrelationships of languages.

b. state how one can use foreign language skills in areas such as career opportunities, leisure activities and lifelong learning.

c. talk about how foreign language study benefits the global community.

d. acknowledge the role of foreign language in conflict resolution.

e. recognize the use and misuse of language.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. research personal career opportunities and their enhancement via foreign language study.

b. recognize the role of language in cause and resolution of awkward social situations.

c. analyze the potential contributions of a multilingual individual to the world community.

Outcome Statement:

4. THE STUDENT DEMONSTRATES KNOWLEDGE OF THE CULTURE(S) STUDIED AND ITS (THEIR) EFFECT ON THE WORLD.

Benchmarks/Performance Standards:

By the end of grade 8

The student demonstrates the ability to:

a. contribute to a discussion of important dates, holidays, events, and people.

b. identify important geographical areas.

c. contribute to a discussion of important cultural similarities and differences.

d. recognize cultural stereotyping.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. elaborate on selected cultural topics.

b. interpret and explain cultural differences in some social situations and world events.

c. identify and analyze examples of cultural tolerance and intolerance.

Outcome Statement:

5. THE STUDENT APPRECIATES THE CONTRIBUTIONS TO SOCIETY OF OTHER LANGUAGES AND CULTURES.

Benchmarks/Performance Standards:

By the end of grade 8

The student demonstrates the ability to:

a. discuss world events in historical context.

b. recognize ways in which classical and modern languages contribute to or influence English via cognates and word families.

c. recognize the target language when it is used.

d. analyze word derivation.

e. identify some contributions of other major cultures.

f. recognize that language has cultural connotations.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. discuss the significance of geography, and the historical, political and cultural contributions in the target language.

b. read authentic literature in the target language at the appropriate level.

c. analyze rhetorical and literary devices, e.g., antitheses, oxymorons, and alliteration at the appropriate level.

d. discuss the aesthetic properties of some great works of literature, art, and music in the target language at the appropriate level.

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FOREIGN LANGUAGE

CONTENT OUTCOMES AND STUDENT PERFORMANCE STANDARDS

Traditional Four Year Program

The equivalent of 50 minutes per day in grades 9 through 12.

Outcome Statement:

1. THE STUDENT COMMUNICATES EFFECTIVELY AND APPROPRIATELY IN FAMILIAR SITUATIONS IN A LANGUAGE OTHER THAN THE STUDENT'S OWN.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. handle familiar communicative tasks and social situations with a person accustomed to dealing with foreigners.

b. actively participate in conversations dealing with limited familiar topics.

c. narrate and describe in different time frames and moods (modes) in areas of personal interest.

d. express preference and opinion in areas of personal interest.

e. understand main idea and some detail with familiar topics.

f. comprehend the main idea of speech on familiar topics by requesting repetition and recombination of materials that are not understood.

g. read, understanding the main idea of longer prose from authentic materials dealing with familiar topics.

h. write routine social correspondence and simple discourse on familiar topics.

i. write simple summaries and outlines on familiar topics.

j. use some circumlocution.

k. use memorized cohesive devices, such as traditional phrases and conjunctions.

Outcome Statement:

2. THE STUDENT IS PREPARED TO CONTINUE GROWTH AND SPECIALIZATION IN THE LANGUAGE(S) STUDIED AND IN ADDITIONAL LANGUAGES.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. assess personal strengths and limitations in the language and recognize that proficiency results only from long-term language study.

b. understand the advantage of pursuing the concurrent study of the additional languages.

c. explore opportunities pertaining to post-secondary language study.

d. earn advanced placement and/or credits in a college/university language program.

e. locate and use limited information and data from print, non-print and computerized sources in both English and the target language.

f. recognize the fact that opportunities such as language camps, exchange programs, foreign language clubs, travel, radio and television, are available for practice, enrichment and study outside of the classroom.

Outcome Statement:

3. THE STUDENT IS AWARE OF THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN OTHER LANGUAGES IN AN INCREASINGLY GLOBAL SOCIETY.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. recognize the interrelationships of languages.

b. research the use of foreign language skills in such areas as career opportunities, leisure activities and lifelong learning.

c. recognize the potential contributions of a multilingual individual to the world community.

d. recognize the role of language in cause and resolution of awkward social situations and in conflict resolution.

Outcome Statement:

4. THE STUDENT DEMONSTRATES KNOWLEDGE OF THE CULTURE(S) STUDIED AND ITS (THEIR) EFFECT ON THE WORLD.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. elaborate on selected cultural topics such as important dates, events, people and geographical areas.

b. interpret and explain cultural differences in some social situations and world events.

c. identify and analyze examples of cultural tolerance and intolerance.

Outcome Statement:

5. THE STUDENT APPRECIATES THE CONTRIBUTIONS TO SOCIETY OF OTHER LANGUAGES AND CULTURES.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. identify the geography and the historical, political and cultural contributions of the target culture.

b. read authentic literature in the target language at the appropriate level.

c. recognize literary devices, e.g., antitheses, oxymorons, and alliteration at the appropriate level.

d. discuss the aesthetic properties of some great works of literature, art, and music in the target language at the appropriate level.

SELECTED LIST OF WORKS CONSULTED

Curtain, Helena Anderson, Pesola, Carol Ann, *Languages and Children-Making the Match.* Addison-Wesley, Reading, MA, 1988.

Foreign Language Framework, California State Department of Education, Sacramento, 1989.

German for Communication: A Teacher's Guide, Wisconsin Department of Public Instruction, Madison, 1990.

A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools, Indiana Department of Education, Indianapolis, 1986.

Guidelines for Foreign Language Study in Washington State Schools, State of Washington Department of Education, Olympia, 1989.

NORTH DAKOTA

HEALTH

FRAMEWORK

North Dakota Health Curriculum Framework Committee

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Velva

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Powers Lake High School
Powers Lake

Committee Facilitator:
Linda Johnson
Department of Public Instruction
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THE MISSION STATEMENT OF HEALTH EDUCATION IN NORTH DAKOTA

The mission of K-12 health education in North Dakota is to assist students in acquiring knowledge, attitudes, skills and behaviors necessary to assume greater responsibility for their own health and the health of their communities. Health education is a continuous process which builds a foundation for emotional, physical, social and mental wellness. It promotes a positive healthy lifestyle in order to achieve the highest potential for a lifelong well-being. Students will value and appreciate that health is the right of each individual and the community. Quality health education will make a difference with our young people and will influence the quality of life for this and future generations.

CONTENT OUTCOMES

HEALTH

1. The student possesses the ability to evaluate health information, services, and appropriate community resources.

2. The student demonstrates problem solving, decision making, communication, and interpersonal skills necessary to develop healthy lifestyles and become a positive role model.

3. The student possesses an ability to evaluate appropriate behaviors which maintain mental, emotional, social and physical well-being.

4. The student defines the structure and function of the human body and patterns of healthy growth and development.

5. The student analyzes principles of safer living and disease prevention to avoid health problems.

6. The student values and uses the skills and attitudes related to supportive family life and the life cycle.

7. The student demonstrates a knowledge of nutrition and how it relates to health.

8. The student applies health principles in maintaining or restoring healthy environments.

HEALTH

CONTENT OUTCOMES AND STUDENT PERFORMANCE STANDARDS

Outcome Statement:

1. THE STUDENT POSSESSES THE ABILITY TO EVALUATE HEALTH INFORMATION, SERVICES, AND APPROPRIATE COMMUNITY RESOURCES.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. identify roles of various health workers.

b. define and describe community health services.

c. recognize that disease prevention is a major role of community health agencies.

By the end of grade 8

The student demonstrates the ability to:

a. identify local resources available to meet specific community needs or various health issues for people of different age groups.

b. identify volunteer health agencies, treatment centers and organizations promoting specific health services in the community.

c. analyze health-related information and advertising found in the media.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. explore the health services available within the community.

b. seek health services outside the community and assess what they provide.

c. develop a method to critique health services.

Outcome Statement:

2. THE STUDENT DEMONSTRATES PROBLEM SOLVING, DECISION MAKING, COMMUNICATION, AND INTERPERSONAL SKILLS NECESSARY TO DEVELOP HEALTHY LIFESTYLES AND BECOME A POSITIVE ROLE MODEL.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. recognize differences in others.

b. develop criteria for making responsible decisions.

c. identify resources to consult when making personal decisions.

d. recognize that positive self-esteem helps one make good decisions.

e. say no to outside pressures and identify positive alternatives.

By the end of grade 8

The student demonstrates the ability to:

a. identify the communication skills needed to develop and maintain relationships with peers, family and other groups.

b. describe positive social skills needed for friendships.

c. practice refusal skills to use in social pressure situations.

d. think critically and act upon concerns regarding different life-choices.

e. discuss the importance of goal setting and how positive and negative health choices can interfere with reaching one's goals.

Outcome Statement:

2. **THE STUDENT DEMONSTRATES PROBLEM SOLVING, DECISION MAKING, COMMUNICATION, AND INTERPERSONAL SKILLS NECESSARY TO DEVELOP HEALTHY LIFESTYLES AND BECOME A POSITIVE ROLE MODEL.**

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. apply a problem-solving process as it relates to life's decisions.

b. use a process in decision-making as it relates to a healthy lifestyle.

c. integrate communication and interpersonal skills within everyday living.

d. set personal health goals and design a specific plan to meet each goal.

Outcome Statement:

3. THE STUDENT POSSESSES AN ABILITY TO EVALUATE APPROPRIATE BEHAVIORS WHICH MAINTAIN MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELL-BEING.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. accept oneself as a unique human being.

b. develop healthy friendships.

c. recognize that physical fitness, nutrition and rest are important to healthy lifestyles.

By the end of grade 8

The student demonstrates the ability to:

a. describe hygiene practices that accompany changes in adolescence.

b. describe the benefits of physical fitness in relationship to total wellness.

c. identify techniques that improve self-esteem.

d. identify and evaluate the types and causes of personal stress and demonstrate positive coping skills.

e. identify ways to resolve conflicts and formulate new friendships.

f. recognize symptoms of depression and the causes of high risk behaviors (vandalism, alcohol abuse, suicide, etc.) along with the ability to seek appropriate help for oneself or others.

g. define abstinence and how it relates to behavior during the teen years.

h. examine how choices can lead to high-risk health behaviors.

Outcome Statement:

3. THE STUDENT POSSESSES AN ABILITY TO EVALUATE APPROPRIATE BEHAVIORS WHICH MAINTAIN MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELL-BEING.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. analyze the components of wellness and how they relate to a balanced lifestyle.

b. evaluate appropriate and inappropriate behaviors as they relate to health and well-being.

Outcome Statement:

4. THE STUDENT DEFINES THE STRUCTURE AND FUNCTION OF THE HUMAN BODY AND PATTERNS OF HEALTHY GROWTH AND DEVELOPMENT.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. discuss the basic structure of the human body and its systems.

b. practice basic hygiene habits.

By the end of grade 8

The student demonstrates the ability to:

a. identify the structure and explain the functions of the body systems.

b. describe male and female physical changes during puberty.

c. analyze emotional changes associated with puberty.

d. recognize how family and friends influence social changes during adolescence.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. summarize the structure and functions of the body and its influences on growth and development.

b. identify the parameters of the life stages and the characteristics of each stage.

Outcome Statement:

5. THE STUDENT ANALYZES PRINCIPLES OF SAFER LIVING AND DISEASE PREVENTION TO AVOID HEALTH PROBLEMS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. identify contagious and noncontagious diseases.

b. explain disease prevention and how the body defends itself.

c. explain how heredity and environment can influence personal health.

d. implement basic rules and procedures recommended for safe living.

e. discuss appropriate first aid procedures.

By the end of grade 8

The student demonstrates the ability to:

a. list precautions to ensure personal safety (home, recreation, vehicles, weather hazards, etc.).

b. implement basic first aid procedures.

c. describe the reasons for use, misuse and abuse of chemicals.

d. analyze the risks associated with harmful chemicals and illegal drugs.

e. explain sources, symptoms and treatment of significant contagious diseases (SCD's) and sexually transmitted diseases (STD's).

f. analyze the relationship of high risk behaviors to the occurrence of SCD's and STD's.

Outcome Statement:

5. THE STUDENT ANALYZES PRINCIPLES OF SAFER LIVING AND DISEASE PREVENTION TO AVOID HEALTH PROBLEMS.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. generate plans for safe living.

b. show the relationship between safe living and a healthier lifestyle.

c. assess behaviors and their relationships to disease prevention.

Outcome Statement:

6. THE STUDENT VALUES AND USES THE SKILLS AND ATTITUDES RELATED TO SUPPORTIVE FAMILY LIFE AND THE LIFE CYCLE.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. realize that each person's family is unique and special.

b. recognize changes and adjustments in family structures.

c. develop an awareness of life's many cycles.

By the end of grade 8

The student demonstrates the ability to:

a. define family and discuss how responsibilities change during adolescence.

b. define forms of abuse and identify resources for assistance.

c. identify the emotional stages experienced preceding and following death.

d. identify main causes of death for various age groups.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. discriminate between the various stages of life, the current issues that may affect each stage, and how they relate to the growth and development of an individual as well as a family.

b. analyze supportive family life as it relates to a healthy family structure.

Outcome Statement:

7. THE STUDENT DEMONSTRATES A KNOWLEDGE OF NUTRITION AND HOW IT RELATES TO HEALTH.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. identify the food groups in the Food Guide Pyramid which constitute a well-balanced diet.

b. realize that the Daily Food Guide provides the nutrients that are necessary for total well-being.

c. select a nutritionally balanced diet.

d. exhibit a positive attitude about food.

By the end of grade 8

The student demonstrates the ability to:

a. describe functions and sources of major nutrients.

b. evaluate nutritional information for choosing a healthy diet.

c. recognize the various influences on food choices.

d. investigate the relationship between nutrition and weight control.

Outcome Statement:

7. THE STUDENT DEMONSTRATES A KNOWLEDGE OF BASIC NUTRITION AND HOW IT RELATES TO HEALTH.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. implement current dietary guidelines into daily food choices.

b. illustrate and analyze how nutrition can positively or negatively affect health throughout life.

c. analyze nutrition information on food labels.

d. investigate the relationship between nutrition and physical fitness.

e. utilize safe food handling practices.

Outcome statement:

8. THE STUDENT APPLIES HEALTH PRINCIPLES IN MAINTAINING OR RESTORING HEALTHY ENVIRONMENTS.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. recognize positive health behaviors which contribute to a healthy environment.

b. recognize individual and community responsibility for the prevention and control of present and future environmental problems.

By the end of grade 8

The student demonstrates the ability to:

a. recognize the effects of various types of pollution and how they affect the quality of life.

b. discuss ways in which individual and group efforts can contribute towards a healthful environment.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. document the components of a healthy environment.

b. use the steps of problem solving to formulate a plan to maintain and/or restore various environments.

SELECTED LIST OF WORKS CONSULTED

Creating a Healthy Lifestyle, Bismarck Public Schools, Bismarck, ND, 1992.

Kelly, J., Eubanks, E., *Today's Teens*, Glencoe Publishing Company, Schaumburg, IL, 1988.

Missouri Hills Consortium Health Curriculum Study, Missouri Hills Consortium, Max, ND, 1993.

North Dakota Comprehensive Health Guidelines K-12, North Dakota Department of Public Instruction, Bismarck, 1989.

Simmers, Louise, *Diversified Health Occupations*, Delmar Publishers, Inc., Albany, NY, 1988.

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HEALTH GLOSSARY

ABSTINENCE: To refrain deliberately from an action.

ABUSE: Four forms--physical, psychological, emotional, sexual.

EMOTIONAL: Refers to feelings and includes dealing with love, hate, joy, fear, excitement and other similar sensations.

ENVIRONMENT: Everything that surrounds people and affects the way they develop or behave; such as school, community, home, atmospheric conditions, etc.

GROWTH AND DEVELOPMENT: A process that begins with birth and does not end until death.

MENTAL: Refers to development of the mind and includes learning how to solve problems, make judgments, and deal with situations.

PHYSICAL: Refers to body growth and includes height and weight changes, muscle and nerve development, and changes in body organs.

SEXUALLY TRANSMITTED DISEASES (STD'S): Infectious diseases spread by sexual contact with an infected person.

SIGNIFICANT CONTAGIOUS DISEASES (SCD's): Includes cytomegalovirus (CMV), hepatitis B (HBV) and human immunodeficiency (HIV) infection.

SOCIAL: Refers to interactions and relationships with others.

STRESS: A part of the adolescent's or family's response to a stressor. The psychological, interpersonal, or physical tension brought about by the demands placed upon the individual or family unit.

YOUTH AT RISK: Young people whose environments, behaviors and individual characteristics may prevent them from reaching their full potential and becoming nurturing, contributing members of their family and of society.

NORTH DAKOTA

PHYSICAL EDUCATION

FRAMEWORK

North Dakota Physical Education Curriculum Framework Committee

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Burlington

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Roosevelt Elementary
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Russ Werth
Bowman Public School
Bowman

Committee Facilitator:
Martin Johnson
Mayville State University
Mayville

MISSION STATEMENT FOR PHYSICAL EDUCATION

The physical education program is an integral part of the total school curriculum which uniquely focuses on the physical development of all students, while also addressing the emotional, intellectual and social needs of all students. Physical education, properly conceived and conducted, is that facet of education concerned with the total growth, development, and fitness of all students.

Physical education is the means for developing skillfulness and personal fitness necessary to maximize the quality of life. The acquisition of knowledge and attitudes about physical activity and health related fitness contributes to the attainment of an optimum lifestyle. Physical education provides guidance on how to fulfill recognized physical, mental, emotional and social needs in a constructive way. Physical education shares the goal of promoting the development of effective, responsible citizens who play a positive and contributing role in society.

CONTENT OUTCOMES

PHYSICAL EDUCATION

1. The physically educated student HAS skills necessary to perform a variety of physical activities.

2. The physically educated student IS physically fit.

3. The physically educated student DOES participate regularly in physical activity.

4. The physically educated student KNOWS the implications of and the benefits from involvement in physical activities.

5. The physically educated student VALUES physical activity and its contributions to a healthy lifestyle.

Source: **Outcomes of Quality Physical Education Programs.** National Association for Sport and Physical Education (NASPE), Reston, VA, 1992.

PHYSICAL EDUCATION

CONTENT OUTCOMES AND STUDENT PERFORMANCE STANDARDS

Outcome Statement:

1. THE PHYSICALLY EDUCATED STUDENT HAS SKILLS NECESSARY TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. develop patterns and combinations of movements into repeatable sequences.

b. travel in a variety of directions and change direction quickly and safely, without falling.

c. combine various traveling patterns while changing speeds and directions in time to music.

d. skip, hop, gallop, leap, and slide using mature motor patterns.

e. jump and land for height and jump and land for distance using a mature motor pattern.

f. while traveling, catch, dodge or avoid an individual or object.

g. consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side of body to the target, and swing plane.

h. strike a softly thrown, lightweight ball back to a partner using a variety of body parts, and combinations of body parts (e.g., the forearm volley as in volleyball, the thigh as in soccer).

i. throw, catch, and kick using mature motor patterns.

j. hand dribble and foot dribble a ball and maintain control while traveling within a group.

Outcome Statement:

1. THE PHYSICALLY EDUCATED STUDENT HAS SKILLS NECESSARY TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

Benchmarks/Performance Standards:

By the end of grade 4 (continued)

k. travel into and out of a rope turned by others.

l. roll in forward direction without hesitating or stopping.

m. roll in backward direction without hesitating or stopping.

n. transfer weight, from feet to hands, at fast and slow speeds using large extensions (e.g., mulekick, handstand, cartwheel).

o. balance, with control, on a variety of moving objects (e.g., balance boards, skates, scooters).

p. balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.

By the end of grade 8

The student demonstrates the ability to:

a. explore introductory outdoor pursuit skills (e.g., backpacking, rock climbing, hiking, canoeing, cycling, rope courses).

b. combine skills competently to participate in modified versions of team and individual sports.

c. perform a variety of dances (e.g., simple folk, country, line, creative dances).

d. use basic offensive and defensive strategies while playing a modified version of a sport.

e. practice in ways that are appropriate for learning new skills or sports on one's own.

Outcome Statement:

1. THE PHYSICALLY EDUCATED STUDENT HAS SKILLS NECESSARY TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

Benchmarks/Performance Standards:

By the end of grade 8 (continued)

f. throw, strike, dribble, and catch a variety of objects demonstrating accuracy, distance, direction, and control.

g. design and perform activities in a cooperative/collaborative manner.

h. participate in vigorous activity for cardiovascular endurance, muscular strength and endurance.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. perform intermediate or advanced competence in at least one activity from four of the seven following categories:

aquatics;
dance (e.g., modern, folk, country, ballet);
outdoor pursuits (e.g., hiking, biking, canoeing);
individual activities/sports (e.g., golf, cycling);
dual activities/sports (e.g., tennis, racquetball);
team activities/sports (e.g., soccer, softball);
personal health related fitness (e.g., aerobics, weight training, flexibility).

b. design and implement a personal fitness program that relates to a healthy lifestyle.

c. assess personal fitness status related to cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.

Outcome Statement:

2. THE PHYSICALLY EDUCATED STUDENT IS PHYSICALLY FIT.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. maintain continuous aerobic activity for a specified time.

b. maintain appropriate body alignment during activity (e.g., lift, carry, push, pull).

c. support, lift, and control body weight in a variety of activities (e.g., lift, carry, push, pull).

d. move each joint through a full range of motion.

By the end of grade 8

The student demonstrates the ability to:

a. perform activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiovascular functioning.

b. correctly perform various weight training techniques.

c. sustain an aerobic activity maintaining a target heart rate to achieve cardiovascular benefits.

d. recover from vigorous physical activity in an appropriate length of time.

e. improve and/or maintain healthy body composition.

f. participate in an individualized fitness program.

Outcome Statement:

2. THE PHYSICALLY EDUCATED STUDENT IS PHYSICALLY FIT.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. use the results of fitness assessments to guide changes in one's personal program of physical activity.

b. maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.

Outcome Statement:

3. THE PHYSICALLY EDUCATED STUDENT DOES PARTICIPATE REGULARLY IN PHYSICAL ACTIVITY.

Benchmarks/Performance Standards:

By the end of grade 4:

The student demonstrates the ability to:

a. regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.

By the end of grade 8

The student demonstrates the ability to:

a. participate in games, sports, dance, outdoor pursuits and health related fitness activities, both in and outside of school, based on individual interests and capabilities.

b. follow rules and safety procedures while engaged in physical activities.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. monitor exercise and other behaviors that relate to a healthy lifestyle and that contribute to enjoyment and self-expression.

b. willingly participate in culturally diverse games, sports, dance, and outdoor pursuits.

Outcome Statement:

4. THE PHYSICALLY EDUCATED STUDENT KNOWS THE IMPLICATIONS OF AND THE BENEFITS FROM INVOLVEMENT IN PHYSICAL ACTIVITIES.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. identify changes in the body during physical activity.

b. analyze healthful benefits and potential risks that are associated with regular participation in physical activities.

c. recognize fundamental components, strategies, and rules used in simple games and activities.

d. identify ways movement concepts can be used to refine movement skills through a variety of patterns.

e. state reasons for safe and controlled movements.

f. recognize the benefits that accompany cooperation and sharing.

By the end of grade 8

a. recognize the effects of substance abuse on personal health and performance in physical activity.

b. list long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.

c. describe principles of training and conditioning for specific physical activities.

d. describe personal and group conduct, including ethical and unethical behavior, appropriate for engaging in physical activity.

e. analyze and categorize activities and exercise according to potential fitness benefits.

Outcome Statement:

4. THE PHYSICALLY EDUCATED STUDENT KNOWS THE IMPLICATIONS OF AND THE BENEFITS FROM INVOLVEMENT IN PHYSICAL ACTIVITIES.

Benchmarks/Performance Standards:

By the end of grade 8 (continued)

f. identify basic strategies in games and sports.

g. evaluate the roles of exercise and other factors in weight control.

h. detect, analyze, and correct errors in personal movement patterns.

i. describe ways to use the body and movement activities to communicate ideas and feelings.

j. identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. identify career opportunities in physical education and related fields.

b. identify the effects of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.

c. discuss the historical roles of games, sports, and dance in the cultural life of a population.

d. analyze time, cost, and accessibility factors related to regular participation in physical activities.

e. categorize, according to their benefits and participation requirements, activities that can be pursued in the local community.

f. analyze and compare health and fitness benefits derived from various physical activities.

Outcome Statement:

4. THE PHYSICALLY EDUCATED STUDENT KNOWS THE IMPLICATIONS OF AND THE BENEFITS FROM INVOLVEMENT IN PHYSICAL ACTIVITIES.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit (continued)

g. analyze offensive and defensive strategies in games and sports.

h. evaluate risks and safety factors that may affect physical activity preferences throughout the life cycle.

i. evaluate claims and advertisements made about commercial products and programs.

Outcome Statement:

5. THE PHYSICALLY EDUCATED STUDENT VALUES PHYSICAL ACTIVITY AND ITS CONTRIBUTIONS TO A HEALTHY LIFESTYLE.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a. enjoy feelings resulting from involvement in physical activity.

b. respect persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities.

c. appreciate differences and similarities in others' physical activities by celebrating personal successes and achievements and those of others.

By the end of grade 8

The student demonstrates the ability to:

a. feel satisfaction when engaging in physical activity.

b. enjoy satisfaction in the aesthetic and creative aspects of performance.

c. accept and respect the decisions made by game officials.

d. show respect for persons of like and different skill levels.

e. desire to improve physical ability and performance.

Outcome Statement:

5. THE PHYSICALLY EDUCATED STUDENT VALUES PHYSICAL ACTIVITY AND ITS CONTRIBUTIONS TO A HEALTHY LIFESTYLE.

Benchmarks/Performance Standards:

By the end of grade 12 or at exit

The student demonstrates the ability to:

a. accept the ways in which personal characteristics, performance styles, and activity preferences will change throughout life.

b. appreciate and respect the natural environment while participating in physical activity.

c. enjoy the satisfaction of meeting and cooperating with others during physical activity.

d. appreciate the enjoyment, satisfaction, and benefits of regular physical activity.

e. feel empowered to maintain and improve health related fitness, motor skills, and knowledge about physical activity.

f. make a commitment to physical activity as an important part of one's lifestyle.

SELECTED LIST OF WORKS CONSULTED

Model Learner Outcomes for Physical Education, Minnesota Department of Education, St. Paul, 1989.

Outcomes of Quality Physical Education Programs, National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), Reston, VA, 1992.

Physical Education Curriculum Development Guide K-12, North Dakota Department of Public Instruction, Bismarck, 1992.

The South Carolina Physical Education Guidelines, South Carolina State Department of Education, Columbia, 1990.

GLOSSARY

Graduation Outcome: A statement of what a student should know and be able to do as a result of K-12 curriculum and instruction. An outcomes statement incorporates content and performance standards.

Content Outcome: A statement that describes the knowledge and skills that learners should acquire in a particular subject area.

Student Performance Standards: Statements that describe tasks or demonstrations which could be assessed and the knowledge and skills identified as important to a subject area. (Note: some prefer to use this term more broadly to describe the entire set of demonstrations that a student would perform to satisfy the standards of a particular subject area.)

Benchmarks: Those performance standards a student should be able to successfully demonstrate at designated grade levels.

Exemplary Standards: Performance standards that demand exceptional effort on the part of students who merit special recognition.

Alternative Assessments: A means of supplementing traditional forms of assessment such as multiple choice and true/false tests. Alternative assessments provide ways of measuring a learner's success at meeting performance standards.

Authentic Task: A form of alternative assessment that can also be used as part of the curriculum. An authentic task is usually an open-ended task that closely mimics the complexity of real world problems. Such tasks help students find out how well they apply essential knowledge and skills.

Portfolio: A collection of student work that provides a means of assessment which involves the individual student in the process.